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ESSENTIAL CHECKLIST

Directions: Please use this Checklist to review your online course and online teaching, checking for these 42 essential quality indicators for each of the seven main areas in this checklist:

1. COURSE DESIGN AND ACCESSIBILITY (8 ESSENTIALS)		
Quality Indicator	Met?	Comments/Notes
<p>1.1 Getting Started Information: The instructor provides clear instructions for how to get started in the online course and where to find various components of the course. The course landing page may include course visuals, announcements, to-do list, or what's due.</p>		
<p>1.2 Instructor Page or Welcome Message: The instructor's background information, instructor photo, contact information, and online or in-person office hours, are provided in a way that establishes instructor presence and/or emphasizes key course information.</p>		
<p>1.3 Course Information: Course information provides basic course information including course number/section, title, credit hours, course delivery format (asynchronous, synchronous, required face-to-face meetings); Blackboard login</p>		

instructions; course description, information about prerequisites, and required textbooks.		
1.4 Course Navigation: The course has a clear course structure and organization (may include Module Overviews).		
1.5 Syllabus: Syllabus is learner centered. See the Syllabus Checklist and consult your department for any departmental syllabus requirements including institutional services and policies, academic integrity policies, links to FERPA and privacy policies, and technology support information.		
1.6 Weekly Course Schedule: Schedule may be presented in a tabular format (includes units/modules with start and end dates, readings, assignments, and due dates).		
1.7 Assignment Descriptions: Assignment descriptions include key requirements/expectations, criteria for grading/rubrics, points and/or percentages, detailed information and instructions for how to submit assignments.		
1.8 Accessibility: All documents, course materials, media, and tools are 508 compliant (contact the GMU ATI office for help).		

2. LEARNING OUTCOMES, ACTIVITIES, AND ASSESSMENT (5 ESSENTIALS)

Quality Indicator	Met?	Comments/Notes
<p>2.1 Learning Outcomes: Course learning outcomes, Mason Core learning outcomes, and program learning outcomes, if applicable, are clearly written and measurable.</p>		
<p>2.2 Learning Objectives: Learning objectives in weekly modules/units map to the learning activities, assessments, course learning outcomes, and content.</p>		
<p>2.3 Learning Activities: Learning activities are designed for the course to promote learner interaction, an inclusive environment, and active learning for all learners. Clear and concise instructions for learning activities are provided (e.g., discussion, blog or journal prompts, and descriptions in Blackboard).</p>		
<p>2.4 Content, Resources, and Copyright: The course contains organized and working links to recorded lectures/presentations. Working links are also provided to any external websites, e-book, LinkedIn Learning, YouTube, videos, or other materials required for the course. Course materials and resources include copyright and licensing status,</p>		

<p>clearly stating permission for external resources. Course content reflects best practices (chunking, timing etc.) in the field and in student learning.</p>		
<p>2.5 Assessments: Assessments are varied, sequenced, and paced throughout the course; they integrate the objectives of previous assignments and measure students' achievements of the course learning outcomes.</p>		

3. TECHNOLOGY TOOLS AND LEARNER SUPPORT (5 ESSENTIALS)

Quality Indicator	Met?	Comments/Notes
<p>3.1 Course Tools: Course Tools are available to students as applicable for the course (e.g., MyGrades, Email, Collaborate Ultra, Blog, SafeAssign, etc.).</p>		
<p>3.2 FERPA and Privacy Policies for Course Tools: Course includes information or links to Mason FERPA Policy and to privacy policies for technology tools, particularly tools external to Learning Management System.</p>		
<p>3.3 Course Tools: Course Tools promote learner interaction, engagement and active learning, with technical components (i.e., images, videos</p>		

<p>and audio clips) which are legible, clear, and audible.</p>		
<p>3.4 Technical Support: Information and links about ITS technical support and where to obtain it.</p>		
<p>3.5 Institutional Services and Policies: Links and brief descriptions of University services and policies, e.g., Academic Integrity, FERPA, Disability Accommodations, Diversity, Religious Holidays, etc. Student Privacy, Student Responsibilities, Student Services (Library, Writing Center, Counseling, etc.)</p>		

[This page is intentionally kept blank for the faculty to write summative comments on the first three indicators covering (i) course design and accessibility; (ii) learning outcomes, activities, and assessments, and (iii) technology tools & learner support.]

4. INSTRUCTOR ROLE AND COURSE MANAGEMENT (10 ESSENTIALS)

Quality Indicator	Met?	Comments/Notes
<p>4.1 Instructor Introduction: The instructor shares information about the course and the role, and welcomes students to the course in text or video format. Learners have an opportunity to get to know the instructor.</p>		
<p>4.2 Presence: The instructor checks on the course regularly, per departmental standards. The instructor participates in the course and engages with students.</p>		
<p>4.3 Expectations: The instructor's plan for interacting with learners during the course is clearly stated. Students get clear information about what they may expect from the instructor.</p>		
<p>4.4 Academic Integrity: The instructor provides clear information as to expectations of academic integrity and plagiarism.</p>		
<p>4.5 Flexible and Responsive: The Instructor is flexible and responsive to student needs.</p>		
<p>4.6 Self-Directed Learning: The instructor uses strategies that</p>		

<p>encourage students to be self-directed and take responsibility for their learning.</p>		
<p>4.7 Respect: The instructor demonstrates respect for students and finds opportunities for student affirmation.</p>		
<p>4.8 Technology Competency: The instructor demonstrates technology competency in using Blackboard and other tools to facilitate the learning experience in an effective manner. The instructor should have good grasp of the technology so that learners may concentrate on the academic task at hand.</p>		
<p>4.9 Student Conduct: The instructor provides policy statements for student conduct in the online course and monitors student conduct to provide a productive learning environment.</p>		
<p>4.10 Course Management: The instructor creates course structures and patterns that are organized to lower cognitive load for students; resolves course-related issues in a timely manner; instructor proactively addresses problems as they emerge; and is responsive to student concerns.</p>		

5. INTERACTION AND COMMUNITY (5 ESSENTIALS)

Quality Indicator	Met?	Comments/Notes
<p>5.1 Learner Interaction: The instructor offers opportunities for learner-to- learner interaction and constructive collaboration in the online course. The instructor clearly states expectations for participation in discussion forums and other class activities (e.g., group work, collaboration).</p>		
<p>5.2 Participation Expectations: The instructor clearly states their expectations of learners for participation in discussion forums and other class activities (e.g., group work, collaboration).</p>		
<p>5.3 Discussions: If discussions are used, they are meaningful, they align with course learning outcomes, and they provide opportunities for critical thinking.</p>		
<p>5.4 Community: The instructor provides a space for students to develop and engage with the online learning community.</p>		
<p>5.5 Inclusive Classroom Climate: The instructor creates an inclusive, supportive, and engaging climate. The instructor facilitates positive communication with students, creates and promotes respectful interaction, with specific efforts made to include students with disabilities as well as students</p>		

from other minoritized or under-represented groups.		
6. COMMUNICATION, GRADING AND FEEDBACK (7 ESSENTIALS)		
Quality Indicator	Met?	Comments/Notes
<p>6.1 Regular Communication: The instructor provides regular, ongoing, and meaningful communication with the class.</p>		
<p>6.2 Communication Tone: The instructor models effective interpersonal communication techniques and netiquette. The instructor uses a positive and supportive tone in all communications.</p>		
<p>6.3 Instructor Availability: The instructor informs students when he/she/they will be available and provides an alternative for students to receive assistance.</p>		
<p>6.4 Learner Help and Support: The instructor encourages students to contact them when questions arise. The instructor provides an information list and/or links for online learner resources (tutorials, models, examples, on-campus resources, or offices) to students in the online classroom.</p>		
<p>6.5 Virtual Office Hours: The instructor holds virtual office</p>		

<p>hours and consultations regularly, with options to meet by request (according to department expectations).</p>		
<p>6.6 Grading Policies and Criteria: The instructor provides information on grading policies, including consequences of late submissions, in the syllabus or in assignment descriptions. The instructor clearly articulates the criteria for grading assignments.</p>		
<p>6.7 Effective and Efficient Feedback: The instructor provides effective and efficient feedback to learners. Feedback should be specific, transparent, timely, actionable, and frequent. There are various tools and strategies for effective and efficient feedback.</p>		

7. CONTINUOUS COURSE AND TEACHING IMPROVEMENT (2 ESSENTIALS)

Quality Indicator	Met?	Comments/Notes
<p>7.1 Learner Feedback About Course: The instructor provides learners with multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology. The instructor then acts on this feedback.</p>		
<p>7.2 Reviews: The instructor frequently reviews the course design and evaluates the</p>		

effectiveness and content of their online course.		
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